



July 2007

**DEPARTMENT OF EDUCATION**  
2006–2007 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. The *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2006-2007 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science and technology at grades 4 and 8, based on achievement standards set last year and disaggregated by student and school characteristics. The reports also contain baseline status in writing at grades 5 and 8, reported according to new standards set this year through a process approved by advisory committees and informed by Maine teachers. This report, together with MEA individual student and subject specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The writing reports provide information on a student's ability to respond to a prompt measuring narrative writing at grade 5 and persuasive/argumentative writing at grade 8. More information about the design of the MEA is available at [www.maine.gov/education/mea/index.htm](http://www.maine.gov/education/mea/index.htm).

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron  
Commissioner of Education



## School Report Grade 4

Test Date: March 2007 (Reports Revised October 2007)  
ID: 10121166  
District: Bar Harbor School Department  
School: Conners-Emerson School

### Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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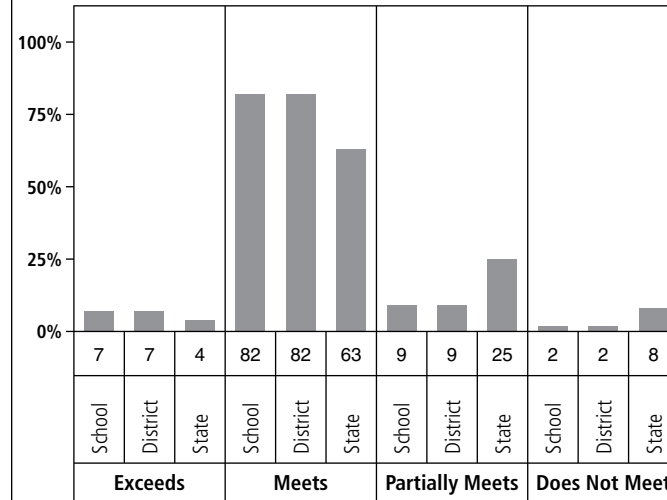
# SUMMARY OF SCORES

Date: March 2007  
Grade: 4  
District: Bar Harbor School Department  
School: Conners-Emerson School

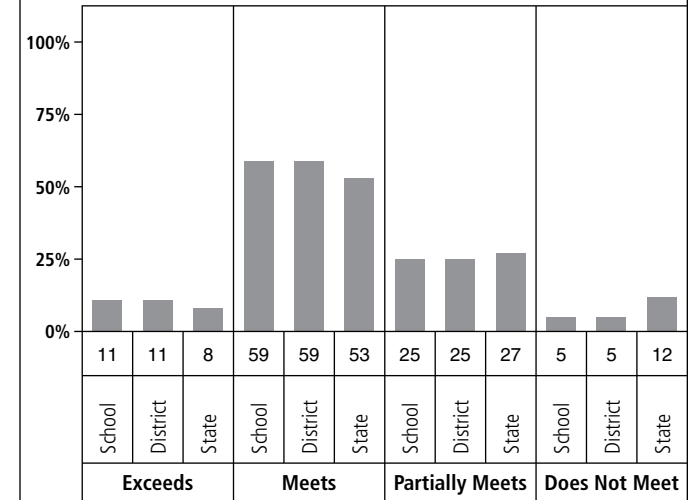
## Summary of School, District, and State Scores

Year	Average Scaled Score		
	School	District	State
<b>ELA – Reading</b>			
2005–2006	451	451	444
<b>2006–2007</b>	<b>451</b>	<b>451</b>	<b>445</b>
Cum. Avg. *	451	451	444
<b>Mathematics</b>			
2005–2006	448	448	444
<b>2006–2007</b>	<b>449</b>	<b>449</b>	<b>445</b>
Cum. Avg. *	448	448	444
<b>Science &amp; Technology</b>			
2005–2006	451	451	444
<b>2006–2007</b>	<b>449</b>	<b>449</b>	<b>444</b>
Cum. Avg. *	450	450	444

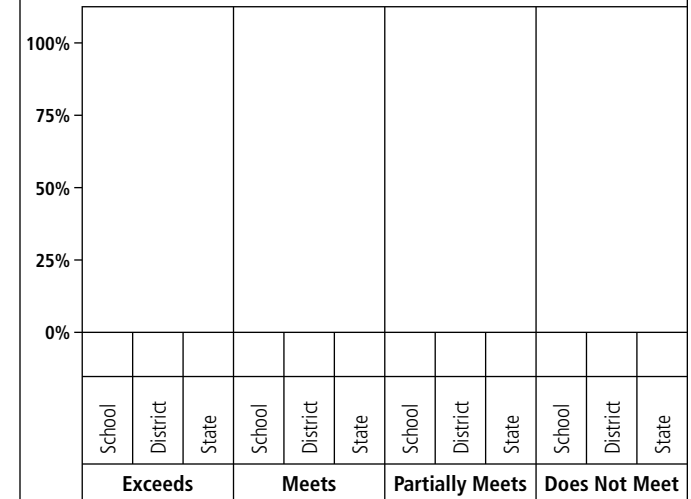
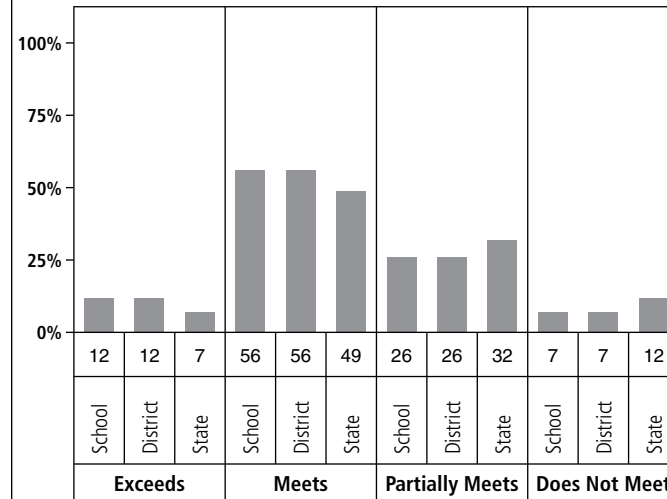
### ELA – READING



### MATHEMATICS



### SCIENCE AND TECHNOLOGY



\*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

# SUMMARY OF STUDENT PARTICIPATION

Date: March 2007  
 Grade: 4  
 District: Bar Harbor School Department  
 School: Conners-Emerson School

CATEGORY OF PARTICIPATION		Enrollment <sup>1</sup> during testing window						CONTENT AREA PARTICIPATION <sup>2</sup>																											
								ELA-Reading						Mathematics						Science and Technology															
		School		District		State		School		District		State		School		District		State		School		District		State		School		District		State					
		n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%				
Total number of students		44	100	44	100	14184	100	44	100	44	100	14078	99	44	100	44	100	14078	99	44	100	44	100	14057	99										
Ethnicity	African American	2	5	2	5	391	3	2	100	2	100	385	99	2	100	2	100	387	99	2	100	2	100	377	97										
	American Indian/Native Alaskan	0	0	0	0	117	1	0	0	0	0	112	97	0	0	0	0	112	97	0	0	0	0	112	97										
	Asian/Pacific Islander	0	0	0	0	204	1	0	0	0	0	204	100	0	0	0	0	204	100	0	0	0	0	204	100										
	Hispanic	0	0	0	0	171	1	0	0	0	0	171	100	0	0	0	0	170	99	0	0	0	0	169	99										
	White	42	95	42	95	13295	94	42	100	42	100	13204	99	42	100	42	100	13203	99	42	100	42	100	13193	99										
	Not Reported	0	0	0	0	6	0	0	0	0	0	2	33	0	0	0	0	2	33	0	0	0	0	2	33										
Identified disability		4	9	4	9	2538	18	4	100	4	100	2508	99	4	100	4	100	2509	99	4	100	4	100	2502	99										
Current LEP		0	0	0	0	302	2	0	0	0	0	298	99	0	0	0	0	300	99	0	0	0	0	289	96										
Economically disadvantaged		1	2	1	2	5522	39	1	100	1	100	5468	99	1	100	1	100	5467	99	1	100	1	100	5450	99										
Migrant		0	0	0	0	4	0	0	0	0	0	4	100	0	0	0	0	4	100	0	0	0	0	4	100										

MODE OF PARTICIPATION <sup>3</sup>	ELA-Reading						Mathematics						Science and Technology											
	School		District		State		School		District		State		School		District		State		School		District		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	41	93	41	93	10869	77	40	91	40	91	10883	77	40	91	40	91	10890	77						
Identified disability (PET/IEP)	1	2	1	2	435	4	1	3	1	3	445	4	1	3	1	3	453	4						
LEP	0	0	0	0	133	1	0	0	0	0	124	1	0	0	0	0	126	1						
504 plan	0	0	0	0	122	1	0	0	0	0	122	1	0	0	0	0	123	1						
Participation with accommodations	3	7	3	7	3019	21	4	9	4	9	3029	21	3	7	3	7	3014	21						
Identified disability (PET/IEP)	3	100	3	100	1897	63	3	75	3	75	1903	63	2	67	2	67	1900	63						
LEP	0	0	0	0	151	5	0	0	0	0	172	6	0	0	0	0	160	5						
504 plan	0	0	0	0	62	2	0	0	0	0	62	2	0	0	0	0	61	2						
Other	0	0	0	0	941	31	1	25	1	25	924	31	1	33	1	33	925	31						
Participation through alternate assessment (PAAP)	0	0	0	0	180	1	0	0	0	0	166	1	1	2	1	2	153	1						
Identified disability (PET/IEP)	0	0	0	0	175	97	0	0	0	0	161	97	1	100	1	100	149	97						
LEP	0	0	0	0	4	2	0	0	0	0	4	2	0	0	0	0	3	2						
504 plan	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	0	1	1						
Approved non-participation in reading – 1st year LEP	0	0	0	0	10	0																		
Approved non-participation – special consideration	0	0	0	0	17	0	0	0	0	0	19	0	0	0	0	0	19	0						
Non-participation – other	0	0	0	0	89	1	0	0	0	0	87	1	0	0	0	0	108	1						

1 Percents are the percentage of students enrolled in each participation category.

2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

3 Percents are the percentage of students in each content area by mode.

# ELA–READING RESULTS

Date: March 2007  
Grade: 4  
District: Bar Harbor School Department  
School: Conners-Emerson School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		District		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 461–480)	2005-2006 <b>2006-2007</b> Cum. Avg.	5	11	5	11	601	4
		3	7	3	7	<b>507</b>	<b>4</b>
		4	9	4	9	554	4
<b>Meets the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 441–460)	2005-2006 <b>2006-2007</b> Cum. Avg.	32	68	32	68	7910	57
		<b>36</b>	<b>82</b>	<b>36</b>	<b>82</b>	<b>8749</b>	<b>63</b>
		34	74	34	74	8330	60
<b>Partially Meets the Standards</b> – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 431–440)	2005-2006 <b>2006-2007</b> Cum. Avg.	10	21	10	21	3970	29
		<b>4</b>	<b>9</b>	<b>4</b>	<b>9</b>	<b>3467</b>	<b>25</b>
		7	15	7	15	3719	27
<b>Does Not Meet the Standards</b> – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 400–430)	2005-2006 <b>2006-2007</b> Cum. Avg.	0	0	0	0	1421	10
		<b>1</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>1165</b>	<b>8</b>
		1	2	1	2	1293	9

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		District		State	
	N	%	N	%	N	%	N	%
Total Reading Cluster	48	100	35.5	74.0	35.5	74.0	31.0	64.6
Literary Text	24	50	18.7	77.9	18.7	77.9	16.4	68.3
Informational Text	24	50	16.8	70.0	16.8	70.0	14.5	60.4

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short authentic texts, selected from developmentally appropriate published works. Items on the MEA measure Grade Level Expectations, based on Maine’s *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

# ELA-READING RESULTS

## (CONTINUED)

Date: March 2007  
 Grade: 4  
 District: Bar Harbor School Department  
 School: Conners-Emerson School

REPORTING CATEGORIES	School										District						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	44	3	7	36	82	4	9	1	2	451	44	7	82	9	2	451	13888	4	63	25	8	445
<b>Ethnicity</b>																						
African American	2										2						372	0	44	31	25	437
American Indian/Native Alaskan	0										0						110	1	49	34	16	441
Asian/Pacific Islander	0										0						200	4	66	22	9	446
Hispanic	0										0						166	0	51	37	12	441
White	42	3	7	34	81	4	10	1	2	451	42	7	81	10	2	451	13038	4	64	25	8	445
Not Reported	0										0						2					
<b>Identified disability</b>																						
Yes	4										4						2332	1	34	41	25	438
No	40	3	8	35	88	2	5	0	0	452	40	8	88	5	0	452	11556	4	69	22	5	447
<b>Limited English proficient students</b>																						
Current LEP in first year	0										0						5	0	20	20	60	421
Current LEP beyond first year	0										0						279	0	31	36	33	435
<b>Economically disadvantaged</b>																						
Yes	1										1						5368	1	52	33	14	442
No	43	3	7	35	81	4	9	1	2	451	43	7	81	9	2	451	8520	5	70	20	5	447
<b>Migrant</b>																						
Yes	0										0						4					
No	44	3	7	36	82	4	9	1	2	451	44	7	82	9	2	451	13884	4	63	25	8	445
<b>Gender</b>																						
Female	24	1	4	19	79	3	13	1	4	449	24	4	79	13	4	449	6719	5	65	23	8	446
Male	20	2	10	17	85	1	5	0	0	452	20	10	85	5	0	452	7167	3	61	27	9	444
Not Reported	0										0						2					
<b>Title 1A targeted program</b>																						
Yes	6	0	0	4	67	2	33	0	0	443	6	0	67	33	0	443	1864	0	38	44	18	439
No	38	3	8	32	84	2	5	1	3	452	38	8	84	5	3	452	12024	4	67	22	7	446
<b>Gifted/talented program</b>																						
Yes	0										0						402	19	80	0	0	457
No	44	3	7	36	82	4	9	1	2	451	44	7	82	9	2	451	13486	3	62	26	9	445

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# ELA–READING RESULTS

## (QUESTIONNAIRE ITEMS)

Date: March 2007  
 Grade: 4  
 District: Bar Harbor School Department  
 School: Conners-Emerson School

QUESTIONNAIRE ITEMS	School										District						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	7	1	33	2	67	0	0	0	0	459	7	33	67	0	0	459	5	1	45	33	21	440
B. less than one hour	73	1	3	27	84	3	9	1	3	449	73	3	84	9	3	449	76	4	64	24	7	446
C. one to two hours	20	1	11	7	78	1	11	0	0	453	20	11	78	11	0	453	18	4	65	24	7	446
D. more than two hours	0										0						2	3	43	32	23	440
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?</b>																						
A. The questions on the test match what I have learned in reading class.	34	1	7	11	73	2	13	1	7	449	34	7	73	13	7	449	31	5	67	20	7	447
B. They match some of what I have learned.	48	2	10	18	86	1	5	0	0	453	48	10	86	5	0	453	51	3	67	24	6	446
C. They match just a little of what I have learned.	18	0	0	7	88	1	13	0	0	449	18	0	88	13	0	449	13	1	49	34	15	441
D. There is no match.	0										0						5	1	37	39	22	439
<b>Which of the following best describes how you rate yourself as a student in reading?</b>																						
A. very good	41	3	17	14	78	0	0	1	6	453	41	17	78	0	6	453	36	6	70	17	6	448
B. good	52	0	0	20	87	3	13	0	0	449	52	0	87	13	0	449	49	3	63	27	7	445
C. fair	5	0	0	2	100	0	0	0	0	452	5	0	100	0	0	452	13	1	49	36	14	441
D. poor	2	0	0	0	0	1	100	0	0	434	2	0	0	100	0	434	2	0	32	38	30	436
<b>How hard was the reading part of this test?</b>																						
A. harder than my regular schoolwork	14	1	17	4	67	1	17	0	0	452	14	17	67	17	0	452	16	1	47	35	17	441
B. about the same as my regular schoolwork	60	1	4	20	80	3	12	1	4	449	60	4	80	12	4	449	61	4	67	23	6	446
C. easier than my regular schoolwork	26	1	9	10	91	0	0	0	0	454	26	9	91	0	0	454	23	3	64	24	8	445
<b>How hard were the reading passages on this test?</b>																						
A. Most of the passages were more difficult than what I usually read.	2	0	0	1	100	0	0	0	0	452	2	0	100	0	0	452	14	0	35	42	23	438
B. Most of the passages were about the same as what I usually read.	45	1	5	13	68	4	21	1	5	446	45	5	68	21	5	446	51	3	66	25	6	445
C. Most of the passages were easier than what I usually read.	52	2	9	20	91	0	0	0	0	454	52	9	91	0	0	454	36	6	71	17	6	448
<b>How much time do you spend reading at home each day?</b>																						
A. more than one hour	18	2	25	6	75	0	0	0	0	457	18	25	75	0	0	457	18	6	66	21	7	447
B. 20 minutes to an hour	61	1	4	24	89	2	7	0	0	451	61	4	89	7	0	451	55	4	67	22	6	446
C. less than 20 minutes	18	0	0	5	63	2	25	1	13	444	18	0	63	25	13	444	14	1	57	29	13	442
D. I rarely read at home.	2	0	0	1	100	0	0	0	0	452	2	0	100	0	0	452	13	1	49	36	13	441
<b>How many pages do you read in school and to complete homework assignments?</b>																						
A. five or fewer pages	2	0	0	0	0	0	0	1	100	424	2	0	0	0	100	424	23	3	54	31	12	443
B. six to ten pages	5	0	0	2	100	0	0	0	0	444	5	0	100	0	0	444	26	3	63	26	8	445
C. eleven or more pages	93	3	8	33	83	4	10	0	0	452	93	8	83	10	0	452	51	4	68	21	6	447
<b>Optional school/district question</b>																						
A.	0										0											
B.	100	0	0	1	100	0	0	0	0	442	100	0	100	0	0	442						
C.	0										0											
D.	0										0											

# MATHEMATICS RESULTS

Date: March 2007  
Grade: 4  
District: Bar Harbor School Department  
School: Conners-Emerson School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		District		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 461–480)	2005-2006	6	13	6	13	1294	9
	<b>2006-2007</b>	<b>5</b>	<b>11</b>	<b>5</b>	<b>11</b>	<b>1054</b>	<b>8</b>
	Cum. Avg.	6	13	6	13	1174	8
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 441–460)	2005-2006	29	62	29	62	7000	50
	<b>2006-2007</b>	<b>26</b>	<b>59</b>	<b>26</b>	<b>59</b>	<b>7394</b>	<b>53</b>
	Cum. Avg.	28	60	28	60	7197	52
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 429–440)	2005-2006	10	21	10	21	3784	27
	<b>2006-2007</b>	<b>11</b>	<b>25</b>	<b>11</b>	<b>25</b>	<b>3729</b>	<b>27</b>
	Cum. Avg.	11	23	11	23	3757	27
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 400–428)	2005-2006	2	4	2	4	1894	14
	<b>2006-2007</b>	<b>2</b>	<b>5</b>	<b>2</b>	<b>5</b>	<b>1735</b>	<b>12</b>
	Cum. Avg.	2	4	2	4	1815	13

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		District		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	15	31	10.9	72.7	10.9	72.7	10.1	67.3
Cluster 2: Shape and Size	14	29	8.9	63.6	8.9	63.6	8.6	61.4
Cluster 3: Mathematical Decision Making	5	10	4.2	84.0	4.2	84.0	3.6	72.0
Cluster 4: Patterns	14	29	9.8	70.0	9.8	70.0	8.9	63.6

## Cluster 1: Numbers and Operations

- A. Numbers and Number Sense
- B. Computation
- I. Discrete Mathematics (grades 3 and 4 only)

## Cluster 2: Shape and Size

- E. Geometry
- F. Measurement

## Cluster 3: Mathematical Decision Making

- C. Data Analysis and Statistics
- D. Probability

## Cluster 4: Patterns

- G. Patterns, Relations, and Functions
- H. Algebra Concepts
- K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

# MATHEMATICS RESULTS

## (CONTINUED)

Date: March 2007  
 Grade: 4  
 District: Bar Harbor School Department  
 School: Conners-Emerson School

REPORTING CATEGORIES	School										District						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	44	5	11	26	59	11	25	2	5	449	44	11	59	25	5	449	13912	8	53	27	12	445
<b>Ethnicity</b>																						
African American	2										2						381	2	33	31	34	435
American Indian/Native Alaskan	0										0						110	1	58	30	11	443
Asian/Pacific Islander	0										0						202	9	57	22	11	447
Hispanic	0										0						166	2	44	37	17	441
White	42	5	12	25	60	11	26	1	2	449	42	12	60	26	2	449	13051	8	54	27	12	445
Not Reported	0										0						2					
<b>Identified disability</b>																						
Yes	4										4						2348	2	34	34	30	437
No	40	5	13	23	58	11	28	1	3	450	40	13	58	28	3	450	11564	9	57	25	9	446
<b>Limited English proficient students</b>																						
Current LEP in first year	0										0						13	0	31	8	62	426
Current LEP beyond first year	0										0						283	2	34	30	34	435
<b>Economically disadvantaged</b>																						
Yes	1										1						5379	3	44	34	19	440
No	43	5	12	26	60	10	23	2	5	449	43	12	60	23	5	449	8533	11	59	23	8	448
<b>Migrant</b>																						
Yes	0										0						4					
No	44	5	11	26	59	11	25	2	5	449	44	11	59	25	5	449	13908	8	53	27	12	445
<b>Gender</b>																						
Female	24	2	8	11	46	9	38	2	8	444	24	8	46	38	8	444	6727	7	53	27	13	444
Male	20	3	15	15	75	2	10	0	0	455	20	15	75	10	0	455	7183	8	54	26	12	445
Not Reported	0										0						2					
<b>Title 1A targeted program</b>																						
Yes	6	0	0	3	50	3	50	0	0	441	6	0	50	50	0	441	1872	1	32	42	25	436
No	38	5	13	23	61	8	21	2	5	450	38	13	61	21	5	450	12040	9	56	24	10	446
<b>Gifted/talented program</b>																						
Yes	0										0						402	42	55	2	0	461
No	44	5	11	26	59	11	25	2	5	449	44	11	59	25	5	449	13510	7	53	28	13	444

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number



# MATHEMATICS RESULTS

## (QUESTIONNAIRE ITEMS)

Date: March 2007  
 Grade: 4  
 District: Bar Harbor School Department  
 School: Conners-Emerson School

QUESTIONNAIRE ITEMS	School										District						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
		%	N	%	N	%	N	%	N			%	%	%	%			%	%	%	%	
<b>How much homework do you do on school nights?</b> A. none B. less than one hour C. one to two hours D. more than two hours	7 73 20 0	2 3 0 0	67 9 0 0	0 19 7 0	0 59 78 0	1 8 2 0	33 25 22 0	0 2 0 0	0 6 0 0	464 448 448 448	7 73 20 0	67 9 0 0	0 59 78 0	33 25 22 0	0 6 0 0	464 448 448 448	5 76 18 2	4 8 7 4	40 54 54 36	28 26 28 35	28 11 11 26	439 445 445 438
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?</b> A. The questions on the test match what I have learned in mathematics class. B. They match some of what I have learned. C. They match just a little of what I have learned. D. There is no match.	34 55 9 2	3 2 0 0	20 8 0 0	8 13 4 1	53 54 100 100	3 8 0 0	20 33 0 0	1 1 0 0	7 4 0 0	451 448 448 460	34 55 9 2	20 8 0 0	53 54 100 100	20 33 0 0	7 4 0 0	451 448 448 460	40 46 10 4	11 6 4 4	58 54 40 28	22 29 34 35	9 11 23 33	448 444 439 436
<b>Which of the following best describes how you rate yourself as a student in mathematics?</b> A. very good B. good C. fair D. poor	48 39 14 0	2 2 1 0	10 12 17 0	15 8 3 0	71 47 50 0	3 6 2 0	14 35 33 0	1 1 0 0	5 6 0 0	451 446 451 451	48 39 14 0	10 12 17 0	71 47 50 0	14 35 33 0	5 6 0 0	451 446 451 451	37 46 14 2	14 5 2 1	59 54 42 27	18 29 38 43	9 12 19 29	449 444 440 435
<b>How hard was the mathematics part of this test?</b> A. harder than my regular schoolwork B. about the same as my regular schoolwork C. easier than my regular schoolwork	9 50 41	1 0 4	25 0 22	2 11 13	50 50 72	1 9 1	25 41 6	0 2 0	0 9 0	451 443 456	9 50 41	25 0 22	50 50 72	25 41 6	0 9 0	451 443 456	12 62 26	4 7 11	37 56 56	34 27 23	25 10 10	438 445 447
<b>How often do you use hands-on materials in mathematics class?</b> A. almost every day B. two or three days a week C. two or three times each month D. never	30 35 28 7	0 2 3 0	0 13 25 0	9 10 5 2	69 67 42 67	4 3 4 0	31 20 33 0	0 0 0 1	0 0 0 33	446 450 454 442	30 35 28 7	0 13 25 0	69 67 42 67	31 20 33 0	0 0 0 33	446 450 454 442	21 37 34 8	6 8 9 6	47 55 57 46	29 26 26 30	18 11 9 18	442 445 446 442
<b>How often do you use calculators in mathematics class?</b> A. almost every day B. two or three days a week C. two or three times each month D. never	5 14 64 18	0 2 2 1	0 33 7 13	0 2 19 5	0 33 68 63	1 2 6 2	50 33 21 25	1 0 1 0	50 0 4 0	432 454 449 450	5 14 64 18	0 33 7 13	0 33 68 63	50 33 21 25	50 0 4 0	432 454 449 450	4 19 56 21	2 6 9 6	33 47 58 50	34 31 24 28	31 15 8 16	436 443 447 443
<b>On average, how many minutes a day do you spend working on mathematics in class?</b> A. less than 30 minutes B. 30–45 minutes C. 45–60 minutes D. more than 60 minutes	7 5 82 7	0 0 5 0	0 0 14 0	1 1 22 2	33 50 61 67	0 1 9 1	0 50 25 33	2 0 0 0	67 0 0 0	432 448 450 450	7 5 82 7	0 0 14 0	33 50 61 67	0 50 25 33	67 0 0 0	432 448 450 450	8 27 40 25	3 5 9 10	39 51 57 56	35 30 25 24	24 15 10 10	438 443 446 447
<b>Optional school/district question</b> A. B. C. D.	0 100 0 0	0 0 0 0	0 0 0 0	1 100 0 0	100 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	456 456 456 456	0 100 0 0	0 0 0 0	100 100 0 0	0 0 0 0	0 0 0 0	456 456 456 456						

# SCIENCE AND TECHNOLOGY RESULTS

Date: March 2007  
Grade: 4  
District: Bar Harbor School Department  
School: Conners-Emerson School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		District		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in science, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information, analyze and solve difficult problems using the processes of scientific inquiry, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (scaled score 461–480)	2005-2006	7	15	7	15	751	5
	<b>2006-2007</b>	<b>5</b>	<b>12</b>	<b>5</b>	<b>12</b>	<b>963</b>	<b>7</b>
	Cum. Avg.	6	13	6	13	857	6
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in science, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve routine problems using the processes of scientific inquiry and explain central concepts with sufficient clarity and accuracy to demonstrate general understanding. (scaled score 441–460)	2005-2006	33	70	33	70	7251	52
	<b>2006-2007</b>	<b>24</b>	<b>56</b>	<b>24</b>	<b>56</b>	<b>6824</b>	<b>49</b>
	Cum. Avg.	29	63	29	63	7038	50
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in science and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems using scientific inquiry but the quality of responses is inconsistent. Explanation of concepts may be incomplete or unclear. (scaled score 429–440)	2005-2006	7	15	7	15	4514	32
	<b>2006-2007</b>	<b>11</b>	<b>26</b>	<b>11</b>	<b>26</b>	<b>4382</b>	<b>32</b>
	Cum. Avg.	9	20	9	20	4448	32
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in science and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and use the skills of scientific inquiry. There are many inaccuracies and explanations are illogical, incomplete, or missing. (scaled score 400–428)	2005-2006	0	0	0	0	1458	10
	<b>2006-2007</b>	<b>3</b>	<b>7</b>	<b>3</b>	<b>7</b>	<b>1735</b>	<b>12</b>
	Cum. Avg.	2	4	2	4	1597	11

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		District		State	
	N	%	N	%	N	%	N	%
Cluster 1: Life Sciences	12	25	8.1	67.5	8.1	67.5	7.6	63.3
Cluster 2: Physical Sciences	12	25	9.1	75.8	9.1	75.8	8.8	73.3
Cluster 3: Earth and Space Sciences	12	25	7.6	63.3	7.6	63.3	6.8	56.7
Cluster 4: Nature and Implications of Science	12	25	8.7	72.5	8.7	72.5	7.8	65.0

## Cluster 1: Life Sciences

- A. Classifying Life Forms
- B. Ecology
- C. Cells

## Cluster 2: Physical Sciences

- E. Structure of Matter
- H. Energy
- I. Motion

## Cluster 3: Earth and Space Sciences

- D. Continuity and Change
- F. The Earth
- G. The Universe

## Cluster 4: Nature and Implications of Science

- J. Inquiry and Problem Solving
- K. Scientific Reasoning
- L. Communication
- M. Implications of Science & Technology

Each content standard in the clusters shown is defined in Maine’s *Learning Results*, which are the basis for science and technology Grade Span Expectations. Each item on the MEA measures a grade span expectation, which can be found at <http://www.maine.gov/education/lslt/gles.htm>.

# SCIENCE AND TECHNOLOGY RESULTS

## (CONTINUED)

Date: March 2007  
 Grade: 4  
 District: Bar Harbor School Department  
 School: Conners-Emerson School

REPORTING CATEGORIES	School										District						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	43	5	12	24	56	11	26	3	7	449	43	12	56	26	7	449	13904	7	49	32	12	444
<b>Ethnicity</b>																						
African American	2										2						371	2	29	39	30	435
American Indian/Native Alaskan	0										0						110	2	35	41	22	440
Asian/Pacific Islander	0										0						202	10	49	30	12	445
Hispanic	0										0						166	4	41	40	16	441
White	41	5	12	23	56	10	24	3	7	449	41	12	56	24	7	449	13053	7	50	31	12	444
Not Reported	0										0						2					
<b>Identified disability</b>																						
Yes	3										3						2353	3	33	39	25	438
No	40	5	13	23	58	10	25	2	5	449	40	13	58	25	5	449	11551	8	52	30	10	445
<b>Limited English proficient students</b>																						
Current LEP in first year	0										0						5	0	20	40	40	432
Current LEP beyond first year	0										0						281	2	24	40	34	434
<b>Economically disadvantaged</b>																						
Yes	1										1						5370	3	41	37	19	440
No	42	5	12	23	55	11	26	3	7	449	42	12	55	26	7	449	8534	9	54	28	9	446
<b>Migrant</b>																						
Yes	0										0						4					
No	43	5	12	24	56	11	26	3	7	449	43	12	56	26	7	449	13900	7	49	32	12	444
<b>Gender</b>																						
Female	23	1	4	12	52	8	35	2	9	445	23	4	52	35	9	445	6720	7	48	32	13	443
Male	20	4	20	12	60	3	15	1	5	453	20	20	60	15	5	453	7182	7	50	31	12	444
Not Reported	0										0						2					
<b>Title 1A targeted program</b>																						
Yes	6	0	0	2	33	2	33	2	33	438	6	0	33	33	33	438	1865	1	31	42	26	437
No	37	5	14	22	59	9	24	1	3	450	37	14	59	24	3	450	12039	8	52	30	10	445
<b>Gifted/talented program</b>																						
Yes	0										0						401	31	64	4	1	458
No	43	5	12	24	56	11	26	3	7	449	43	12	56	26	7	449	13503	6	49	32	13	444

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# SCIENCE AND TECHNOLOGY RESULTS

## (QUESTIONNAIRE ITEMS)

Date: March 2007  
 Grade: 4  
 District: Bar Harbor School Department  
 School: Conners-Emerson School

QUESTIONNAIRE ITEMS	School										District						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	7	1	33	2	67	0	0	0	0	458	7	33	67	0	0	458	5	4	37	35	23	440
B. less than one hour	72	3	10	17	55	9	29	2	6	448	72	10	55	29	6	448	76	7	50	32	11	444
C. one to two hours	21	1	11	5	56	2	22	1	11	449	21	11	56	22	11	449	18	8	50	30	12	444
D. more than two hours	0										0						2	3	39	32	26	438
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about science?</b>																						
A. The questions on the test match what I have learned in science class.	19	1	13	4	50	3	38	0	0	449	19	13	50	38	0	449	21	10	50	28	12	445
B. They match some of what I have learned.	35	2	13	8	53	4	27	1	7	448	35	13	53	27	7	448	49	7	51	32	11	445
C. They match just a little of what I have learned.	33	1	7	9	64	3	21	1	7	448	33	7	64	21	7	448	24	5	48	33	14	443
D. There is no match.	14	1	17	3	50	1	17	1	17	450	14	17	50	17	17	450	7	4	38	37	21	439
<b>Which of the following best describes how you rate yourself as a student in science?</b>																						
A. very good	9	0	0	4	100	0	0	0	0	455	9	0	100	0	0	455	23	9	51	27	13	445
B. good	60	4	15	13	50	7	27	2	8	449	60	15	50	27	8	449	54	8	51	31	11	445
C. fair	30	1	8	7	54	4	31	1	8	447	30	8	54	31	8	447	20	4	46	37	14	442
D. poor	0										0						3	2	31	38	29	436
<b>How difficult was the science part of this test?</b>																						
A. harder than my regular schoolwork	28	1	8	9	75	1	8	1	8	449	28	8	75	8	8	449	24	6	48	32	14	443
B. about the same as my regular schoolwork	53	4	17	9	39	8	35	2	9	448	53	17	39	35	9	448	61	8	50	31	11	445
C. easier than my regular schoolwork	19	0	0	6	75	2	25	0	0	451	19	0	75	25	0	451	15	7	48	31	14	443
<b>How often do you have science classes?</b>																						
A. every day	14	1	17	3	50	2	33	0	0	452	14	17	50	33	0	452	26	7	48	32	13	444
B. a few times a week	79	3	9	19	56	9	26	3	9	447	79	9	56	26	9	447	53	8	51	31	11	445
C. once a week	7	1	33	2	67	0	0	0	0	461	7	33	67	0	0	461	10	4	45	32	18	442
D. a few times a month	0										0						11	6	48	33	13	443
<b>Which statement best describes how you learn science?</b>																						
A. I mostly read a textbook and answer questions, and/or take notes and do assignments. I use science kits for demonstrations and experiments.	0										0						23	5	45	35	15	442
B. I work in groups to design and conduct experiments.	50	3	15	9	45	6	30	2	10	449	50	15	45	30	10	449	26	4	44	37	16	442
C. I do a combination of A and B, mostly A.	3	0	0	0	0	1	100	0	0	440	3	0	0	100	0	440	28	10	53	28	10	446
D. I do a combination of A and B, mostly B.	48	1	5	14	74	3	16	1	5	449	48	5	74	16	5	449	24	9	54	27	10	446
<b>Optional school/district question</b>																						
A.	0										0											
B.	100	0	0	0	0	1	100	0	0	440	100	0	0	100	0	440						
C.	0										0											
D.	0										0											